DIOCESE OF

ST ALBANS

MULTI-ACADEMY TRUST

Relationships and sex education

Trust Policy

Policy type	Trust wide with local context (Tier 3). Taken from The Key
Review	Every three years
Author/Responsible Officer	Governance Officer
Approved by	Trust Board
Date of approval	April 2025
Date of next review	April 2028

This policy is a mandatory policy for all DSAMAT Academies and must be implemented with localised amendments

Enabling all to flourish: Rooted in God's love

Our mission, vision and values

The Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, 'flourish' refers to prospering, thriving and growing. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all of its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities and we expect every school in the Trust to continuously improve. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

Our community

The Trust are dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally, and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values.

This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

Statement of Intent

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) over-arching Relationships and Sex Education policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust along with those working within the central team. This policy will also be implemented and adhered to from the first day of any other school joining the Trust.

Throughout the document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT and lower, junior and primary schools will be referred to collectively as primary schools.

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1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

In our primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSE to all pupils at our secondary academies.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

In our Trust we teach RSE as set out in this policy.

3. Policy development

Parents must be consulted when making changes to the RSE policy, and it is good practice to consult with staff and pupils, too. The text below is how DSAMAT schools will do this.

The localisted aspects of this policy will be developed in consultation with staff, pupils and parents/carers. The consultation and policy development process should include the following steps:

1. Review – a member of staff pulls together all relevant information including any additional relevant local guidance
2. Staff consultation – staff across all schools are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties are invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – we investigate what exactly pupils want from their RSE
5. Approval – if any amendments to the consistent trust aspects of the policy are proposed, it will be resubmitted to the board of trustees for consideration and approval.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across our primary academies relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our science curriculum, the following topics

- Scientific names for all parts of the body
- Age appropriate understanding of reproduction for plants and mammals
- The gestation periods for babies of a range of species
- Menstruation and the use of sanitary pads

In year 5 we will teach the children about menstruation and the emotional/physical changes that they will experience as part of adolescence.

In addition, there will be a range of sessions that the parents have the right to remove their children from in year 6 only.

These will include sessions on

- Conception (Year 6)
- Pregnancy (Year 6)

More information will be shared with parents regarding the content of these sessions so they can make an informed decision on whether they would like their children to attend or be removed.

For more information about our RSE curriculum, see Appendices 1 and 2.

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

Our academies will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Across our trust, we will make sure that any external organisations and associated materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

Make appropriate checks and engage with external agencies (if used) to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers
- Our academies **won't**, under any circumstances:
    - Work with external agencies that take or promote extreme political positions
    - Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The board of trustees

The board of trustees will approve the RSE policy, and hold the headteacher to account for its implementation through the CEO.

8.2 CEO

The CEO will:

- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

8.3 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher. All teachers within the school will be responsible for the teaching of RSE.

8.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Across our primary schools parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

Alternative work will be given to pupils who are withdrawn from sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through:

- Learning walks
- Student voice
- Monitoring of assessment records
- Planning scrutinites

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years. At every review, the policy will be approved by the Trust Board via the EE Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Autumn	<u>Self-Regulation</u> - Identifying feelings - Coping strategies - Describing feelings - Facial expressions <u>Building relationships</u> - My family - Special people - Sharing - Similarities and differences	https://www.kapowprimary.com/subjects/rse-pshe/
	Spring	<u>Managing Self</u> - Understanding rules - Working together <u>Self-Regulation</u> - Taking turns - How to listen - Team work	https://www.kapowprimary.com/subjects/rse-pshe/
	Summer	<u>Building Relationships</u> - Sharing - What makes a good friend	https://www.kapowprimary.com/subjects/rse-pshe/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1/2 Cycle A	Autumn	<u>Family and Relationships</u> - Different types of family - Friendships – how to deal with problems - Other people's feelings - How to get along <u>Health and Wellbeing</u> - Handwashing and personal hygiene - Understanding my feelings	https://www.kapowprimary.com/subjects/rse-pshe/
	Spring	<u>Safety and the changing body</u> - Communicating with adults - People who keep us safe - The difference between secrets and surprises - Appropriate contact - My private parts are private - Personal Boundaries	https://www.kapowprimary.com/subjects/rse-pshe/
Year 1/2 Cycle B	Autumn	<u>Family and Relationships</u> - Getting along with others - Other people's feelings - Gender stereotypes	https://www.kapowprimary.com/subjects/rse-pshe/
	Spring	<u>Safety and the changing body</u> - Communicating with adults - What to do if I get lost - Appropriate contact - My private parts are private - Personal Boundaries	https://www.kapowprimary.com/subjects/rse-pshe/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3/4 Cycle A	Autumn	<u>Families and Relationships</u> - Friendship issues and bullying - The effects of bullying - The effect of bullying and the responsibility of the bystander - Stereotyping – Gender - Stereotyping – Age/disability - Healthy friendships (boundaries) - Learning who to trust - Respecting differences - Change and loss (bereavement)	https://www.kapowprimary.com/subjects/rse-pshe/
	Spring	<u>Safety and the changing body</u> - Be kind online - Cyberbullying - Share aware - Privacy and security - Choices and influences	https://www.kapowprimary.com/subjects/rse-pshe/
Year 3/4 Cycle B	Autumn	<u>Families and Relationships</u> - Friendship issues and bullying - Healthy families - Stereotyping – Gender - Stereotyping – Age/disability - How my behaviour affects others - Effective communication to support relationships - Respecting differences	https://www.kapowprimary.com/subjects/rse-pshe/
	Spring	<u>Safety and the changing body</u> - Fake emails - Internet safety – age restrictions - Choices and influences	https://www.kapowprimary.com/subjects/rse-pshe/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5/6 Cycle A	Autumn	Families and Relationships - What makes a good friend - Respect - Marriage - Bullying - Stereotyping	https://www.kapowprimary.com/subjects/rse-pshe/
	Spring	Safety and the changing body - Online friendships - Staying safe online	https://www.kapowprimary.com/subjects/rse-pshe/
	Summer	Safety and the changing body *Year 5 – Puberty* The changes they can expect in their body *Year 5 Menstruation* What is happening and the use of sanitary pads The following topics are non-statutory and you have the right to withdraw your child. More information will be available in a parent session prior to the sessions being taught. *Year 6 Conception* *Year 6 Pregnancy and birth*	https://www.kapowprimary.com/subjects/rse-pshe/
Year 5/6 Cycle B	Autumn	Families and Relationships - Friendship skills - Respect - Resolving conflict - Family Life - Stereotyping - Change and loss	https://www.kapowprimary.com/subjects/rse-pshe/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	Safety and the changing body - Social media - Critical digital consumers	https://www.kapowprimary.com/subjects/rse-pshe/
	Summer	Safety and the changing body Year 5 – Puberty The changes they can expect in their body Year 5 Menstruation What is happening and the use of sanitary pads The following topics are non-statutory and you have the right to withdraw your child. More information will be available in a parent session prior to the sessions being taught. *Year 6 Conception* *Year 6 Pregnancy and birth*	https://www.kapowprimary.com/subjects/rse-pshe/

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

TOPIC	PUPILS SHOULD KNOW
	• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the

TOPIC	PUPILS SHOULD KNOW
	baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	